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ABSTRACT

Opinions of senior academic officials about changes in the quality of students in the humanities over the past 5 years were surveyed in 1982. Responses were received from officials from 385 institutions with undergraduate programs and 295 schools with graduate programs. Sixty-two percent of the officials believed that undergraduate student quality had not changed significantly; among officials at graduate institutions, 57 percent believed that no change had occurred in the quality of graduate school applicants in the humanities; important indicators on which respondents based their opinions were faculty perceptions, achievement test scores of entering students, and high school grades of new students; 65 percent indicated their opinion that the most able entering students were shifting away from the humanities; the most important reasons for a shift away from the humanities, according to the officials, were the perceptions of limited employment opportunities after earning a baccalaureate and after completing graduate study; and 47 percent of the respondents from the top 50 doctorate-granting institutions noted no change in the quality of graduate school applicants. Detailed statistical tables, questionnaires, and technical notes are included. (SW)

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STUDENT QUALITY IN THE HUMANITIES: OPINIONS OF SENIOR ACADEMIC OFFICIALS

Charles J. Andersen

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AMERICAN COUNCIL ON EDUCATION

J. W. Peltason, President

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Student Quality in the Humanities: Opinions of Senior Academic Officials

Charles J. Andersen

Higher Education Panel Reports
Number 59 February 1984

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Most important of all, however, and deserving of our special thanks, are the Panel's campus representatives and those academic officers who provided the opinions and information which this report summarizes.

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HIGHLIGHTS

This study sought to elicit from academic officials their opinions on the changes in the quality of humanities students. A separate study was conducted for the sciences and engineering, and its results are reported in HEP Report, No. 58, Student Quality in the Sciences and Engineering: Opinions of Senior Academic Officials.

Undergraduate Students

- Academic officers at a majority (62 percent) of the colleges and universities involved in this study reported the opinion that no significant change had occurred in the quality of the undergraduate humanities majors over the last five years. Twenty-two percent thought there had been a significant decline and 16 percent thought there had been a significant improvement. In the report for the sciences and engineering, the comparable percentages are 61 percent reporting no change, 15 percent indicating significant decline, and 25 percent noting significant improvement.

- The most important indicator on which respondents based their opinions was faculty perceptions, which made up 37 percent of the total score for all indicators. The next two important indicators were achievement test scores of entering students (26 percent) and high school grades of new students (18 percent).

- Nearly two-thirds (65 percent) of the survey population indicated their opinion that the most able entering students were shifting away from the humanities. Thirty percent of the respondents saw no shift, and five percent believed a shift toward the humanities had taken place. These figures contrast sharply with corresponding ones in the science and engineering report. That publication shows only seven percent of the respondents noting a shift away from science and engineering, 53 percent indicating no shift, and 40 percent reporting a shift toward those fields.

- The most important reasons for a shift away from the humanities, officials believed, were the perceptions of limited employment opportunities after earning a baccalaureate and after completing graduate study. Employability alone accounted for 73 percent of the total score for all reasons cited by respondents for the shift away from the humanities.

- Well over four-fifths of the respondents believed that there had been no redistribution of the most able humanities majors by field of study within the humanities over the past five years.

Applicants for Graduate Study

- Fifty-seven percent of the academic officials believed that no change had occurred in the quality of the humanities graduate school applicants over the last five years. Twenty-six percent believed that there had been a significant improvement, either overall or in a few fields, and 16 percent noted significant decline. Comparable figures from the science and engineering report were 60 percent, 28 percent, and 12 percent, respectively.

- Forty-seven percent of the respondents from the top 50 doctorate-granting institutions noted no change in the quality of graduate school applicants. Twenty-eight percent indicated that there had been improvement, whereas one-quarter believed that there had been a decline over the last five years.

- The most important indicator on which respondents based their opinion of graduate student quality change was faculty perceptions, which made up 32 percent of the total score. The second most important indicator was undergraduate grade point averages (27 percent), followed by scores on the Graduate Record Exam (21 percent).

Doctorate Recipients

- Academic officials at 72 percent of the doctorate-granting institutions in the survey believed that there was no difference in the quality of doctorate recipients in the class of 1981-82 and those in the class of 1976-77. This figure was slightly higher than that shown (66 percent) for the comparable item in the science and engineering study.

- The most important indicator upon which respondents based their opinions was change in the quality of graduate school applicants. Among the officials who believed the 1981-82 class was better, this indicator got 38 percent of the total weighted score. Among officials who believed the 1976-77 class was better, the same indicator got 53 percent of the total.

BACKGROUND

In the fall of 1982, the National Endowment for the Humanities asked the American Council on Education's Higher Education Panel (HEP) to conduct a survey to learn if, in the opinions of knowledgeable academic administrators, the quality of students in the humanities had changed in the past five years. The Panel was then in the process of undertaking a similar survey for the National Science Foundation concerning the quality of students in the sciences and engineering. It was decided that the two surveys could be conducted concurrently.[1]

The humanities questionnaires--one concerning undergraduates and one concerning graduate students--were sent to the Panel representative on each applicable campus with the request that they be completed by senior academic officers acquainted with the institution's academic atmosphere over the past five years. It was suggested that the dean of the college of arts and sciences or, at the larger institutions, the dean of the humanities division would be the appropriate respondent for the undergraduate questionnaire, and that the dean of the graduate school could best complete the graduate questionnaire. However, as always, the final decision was left to the HEP representative on each campus.

Facsimiles of both the undergraduate and graduate survey instruments are found in Appendix A. The undergraduate form went to all four-year colleges and universities in the Panel except schools of medicine, business, law, and the performing and studio arts. The graduate form was sent only to those insti-

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[1]See HEP Report No. 58, Student Quality in the Sciences and Engineering: Opinions of Senior Academic Officials (Washington: American Council on Education), February 1984.

tutions that had awarded 50 or more master's degrees in 1981. This restriction was to assure that the results would be representative of those institutions that provide most of the nation's graduate training. Thus, the estimates reported here are not unduly influenced by institutions that offer graduate training in one or two specialized fields (e.g., bible studies, theology), or whose programs at the graduate level are small and incidental to their primary mission in higher education.

METHODS SUMMARY

The Higher Education Panel forms the basis of a continuing survey research program created in 1971 by the American Council on Education. Its purpose is to conduct surveys on topics of current policy interest to the higher education community and to government agencies.

The Panel is a disproportionate stratified sample of 760 colleges and universities drawn from the population of more than 3,000 institutions listed in the National Center for Education Statistics' Education Directory, Colleges and Universities. All institutions in the population are grouped according to the Panel's stratification design, which is based upon institution type (university, four-year college, two-year college), control (public, private), and size (full-time-equivalent enrollment). For any given survey, either the entire Panel or an appropriate subgroup is used.

The survey operation is dependent upon a network of campus representatives at the Panel institutions whose presidents have agreed to participate. The representatives receive the Panel questionnaires and direct them to the most appropriate campus officials for response.

The questionnaires were mailed in November 1982, and mail and telephone follow-ups began in December. By the January 31, 1983 close of the field

phase, responses had been received from 385 of the 486 Panel institutions with undergraduate programs and 295 of the 383 colleges and universities with graduate programs, for response rates of 79 and 77 percent, respectively. Data from these institutions were statistically adjusted by computing institutional weights based upon the ratio of respondents to the number of institutions in the population, separately for each stratum. The data in this report show estimates for 1,445 institutions with undergraduate baccalaureate humanities programs and 430 institutions that awarded more than 50 master's degrees (or are Ph.D.-granting institutions) and have graduate programs in the humanities.

Appendix B presents the stratification design used to produce the national estimates and a comparison of respondents and nonrespondents, according to various institutional characteristics.

FINDINGS

It should be emphasized that this was a survey of opinion from senior academic officers, not a compilation of test scores or of grade-point averages over the past five years. It is an aggregation of the considered views and opinions of respondents who, as importantly, also were asked upon which principal indicators they based their replies. Responses to this latter question were scored as follows: the indicator ranked first in importance was multiplied by 3; the second-ranked was multiplied by 2; the third-ranked, by 1. The scores were then aggregated to arrive at the "indicator scores" whose distributions are referred to in this report.

UNDERGRADUATE STUDENTS

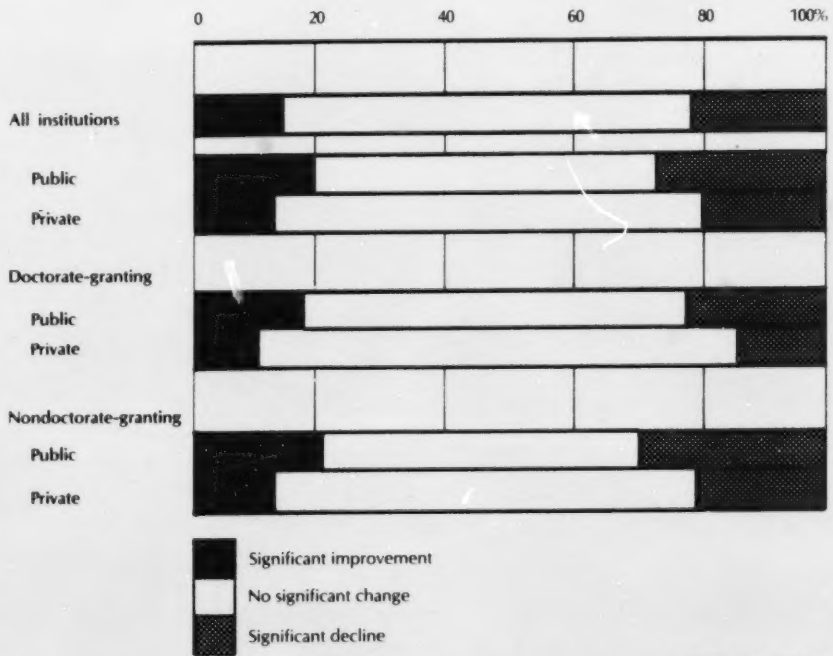
Quality of Students. The most striking result of the survey--and the one that may cause the greatest discussion--is the degree of stability that was reported. Three-fifths (62 percent) of the institutions reported no signi-

ficant change in the quality of undergraduate students majoring in the humanities over the past five years. Only about one-fifth (22 percent) reported a significant decline in quality, and one-sixth (16 percent) reported a significant improvement.

No change in the quality of humanities undergraduates was perceived by a larger proportion of private colleges and universities than of public institutions (figure 1). Within each of these sectors, doctorate-granting institutions indicated no change more frequently than nondoctorate-granting colleges.

In both the public and private sectors, more institutions indicated a decline in quality than an improvement, but the proportions were somewhat

FIGURE 1
Opinions of the Quality Change of Undergraduate Humanities Majors over the Last Five Years



Reference: Table 1

different. At private institutions, only one-fifth reported a decline, while at the public institutions, the comparable figure was over one-quarter. Among the nondoctorate group, nearly 30 percent of the public colleges reported a decline, as did one-fifth of the private colleges. This nondoctorate sector, which includes the smaller institutions, was the one that most frequently reported decline.

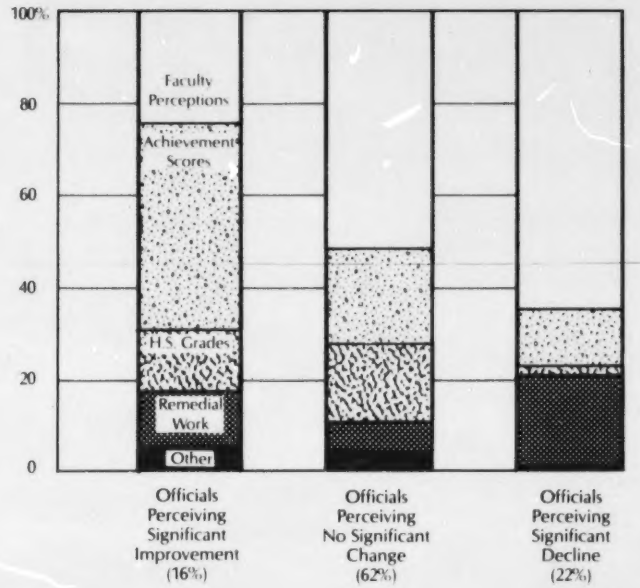
The HEP survey asked the people who provided these assessments on what they were based. Respondents could choose from among four indicators to rank the three that were most important in forming their opinions. By this procedure, the indicators were ranked as follows:

	Percentage of Weighted Score
Faculty perceptions	37
Achievement scores	26
High school grades/rank	18
Remedial course requirements	14
Other	5

Although the ranking of indicators overall does not differ among the institutions (see detailed table 2), distinctions emerge when first-ranked indicators are related to perceptions of change. Of those academic officials reporting either no change or a decline, 52 percent and 65 percent, respectively, ranked faculty perceptions most important. For academic officers who reported a significant improvement in quality, the indicator with the highest rating was achievement test scores, which made up 45 percent of the total. Overall, most of the respondents who reported an improvement in student quality apparently relied heavily on the more quantitative of the indicators (figure 2).

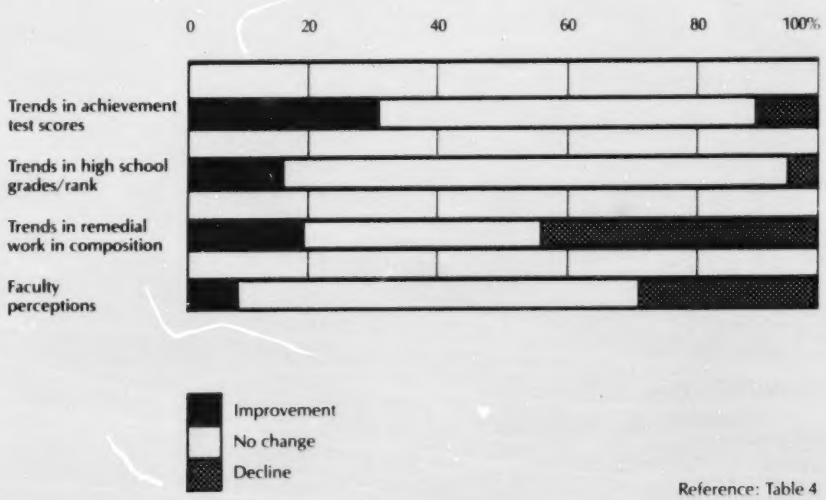
A look at these data in a slightly different light shows that respondents who chose achievement test scores or high school grades of entering students as the highest ranking indicator were least likely to say that student quality had

FIGURE 2
First-ranked Indicators of Quality Change, by Direction of Change



Reference: Table 3

FIGURE 3
Direction of Quality Change, by First-ranked Indicators



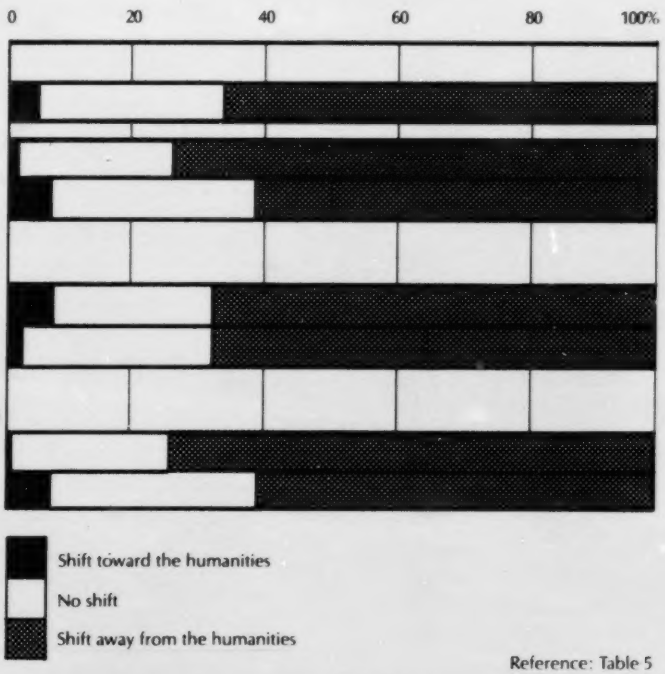
Reference: Table 4

significantly declined (11 percent and 4 percent, respectively). In contrast, respondents who cited either trends in remedial work or faculty perceptions as the most important indicator most often expressed a negative opinion about student quality (43 percent and 29 percent, respectively).

Shift Between Fields. The majority of survey participants--65 percent--indicated that over the past five years there had been a shift in the distribution of their most able students away from the humanities. Less than one-third (30 percent) reported no change, and only one out of twenty reported that the shift of the most able students had been toward the humanities.

Perceptions of a shift differ according to institutional control. The public institutions reported shifts slightly more frequently than did the pri-

FIGURE 4
Shift of the Most Able Undergraduates Between Humanities and Other Fields over the Last Five Years

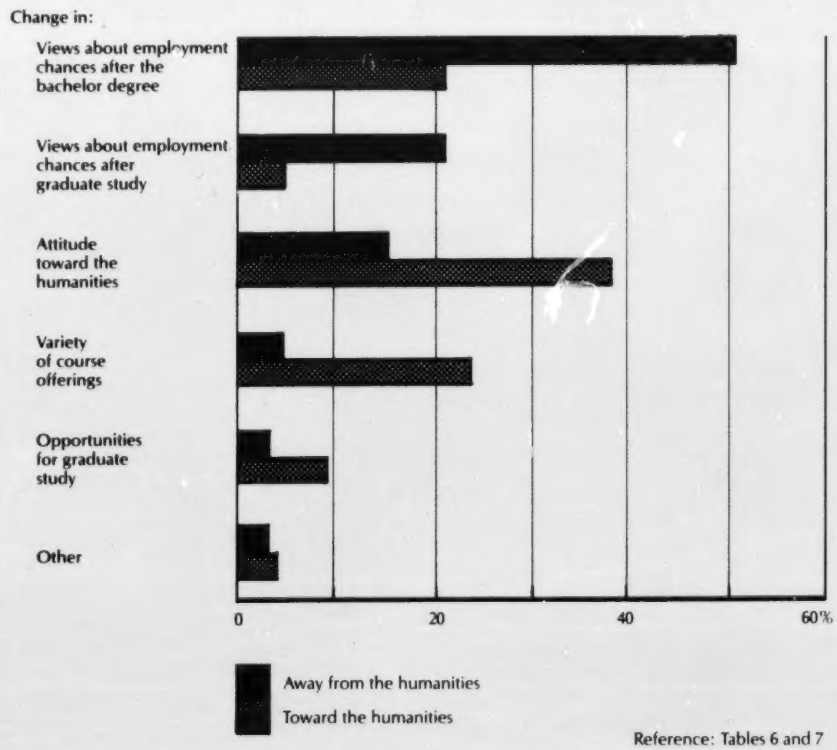


Reference: Table 5

vate institutions, and the larger part of that shift was away from the humanities. Figure 4 shows a distinct difference in the perceptions of officials among the nondoctorate institutions. Almost three-quarters of those in the public sector reported a shift away from the humanities, compared with only about three-fifths of those in the private sector.

Academic officers who reported some kind of shift (either toward or away from the humanities) were asked to rank the three most important reasons for such shifts. These are shown in figure 5 according to the direction of the reported shift.

FIGURE 5
Reasons for the Shift of the Most Able Students Between the Humanities and Other Fields



Reference: Tables 6 and 7

Analysis of the responses from those who indicated a shift away from the humanities shows that employment-related reasons were the most significant. Perceptions of limited employment opportunities both after receipt of the baccalaureate and after graduate study amounted to nearly three-quarters of the aggregate scores. The reason that accounted for the next largest percentage was change in attitude towards the humanities, with one-sixth of the total.

Of those relatively few institutions that indicated a change toward the humanities, the reason ranked highest was change in attitude toward the humanities, which made up nearly two-fifths of the total. This ranking was followed by change in the variety of courses, with just under one-quarter of the score and employment opportunities after the baccalaureate with one-fifth of the score.

The most important reasons for the reported changes did not vary materially by type and control of institution (see detailed tables 6 and 7).

Shift Within the Humanities. A final set of questions concerning undergraduate quality looked at shifts over the past five years in the distribution of the most able students by field of study within the humanities. The overwhelming majority of opinion (87 percent) was that no change had occurred (see detailed table 8). The field most frequently reported to have increased its share of students was English and American literature, but only 7 percent of the institutions indicated such a shift. Of the remaining seven humanities fields specifically identified in the survey, none garnered enough responses to make up as much as 5 percent of the total.

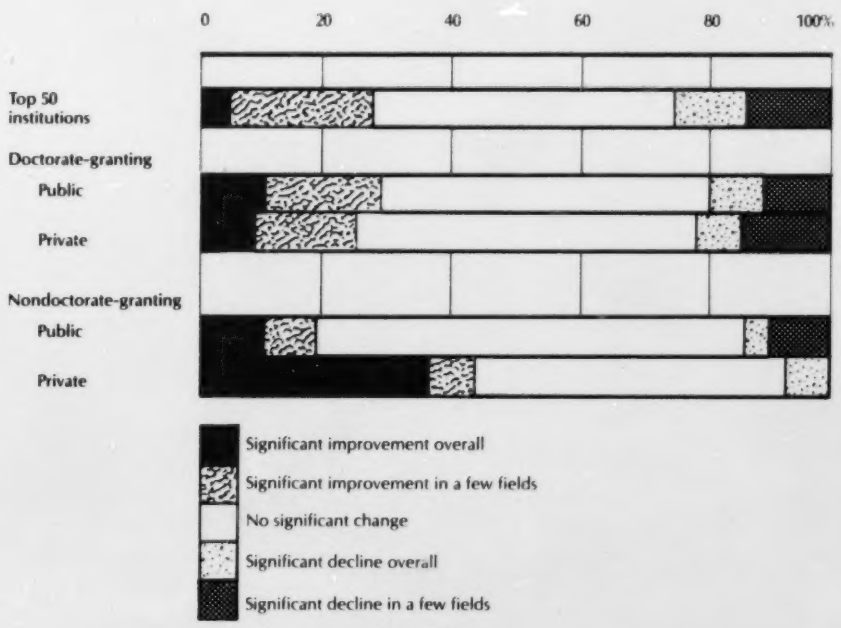
APPLICANTS FOR GRADUATE STUDY

Quality of Applicants. Slightly over half (57 percent) of all graduate institutions indicated that there had been no change in the quality of applicants for graduate study in the humanities in the past five years (see

detailed table 9). A little more than one-quarter indicated significant improvement, either overall (15 percent) or in a few fields (12 percent). The remaining one-sixth noted significant decline, either overall (7 percent) or in a few fields (10 percent).

Data relating to graduate school applicants were categorized separately by control (public/private), level of graduate study (whether or not the doctorate degree is awarded), and "top 50" status (whether or not the institutions were among the fifty that awarded the greatest number of doctorate degrees).

FIGURE 6
Opinions of the Quality Change of Graduate School Applicants over the Last Five Years



Reference: Table 9

As shown in figure 6, about half of the top 50 institutions reported some degree of change in the quality of their graduate student applicants in the humanities. In addition, public and private doctorate-granting institutions

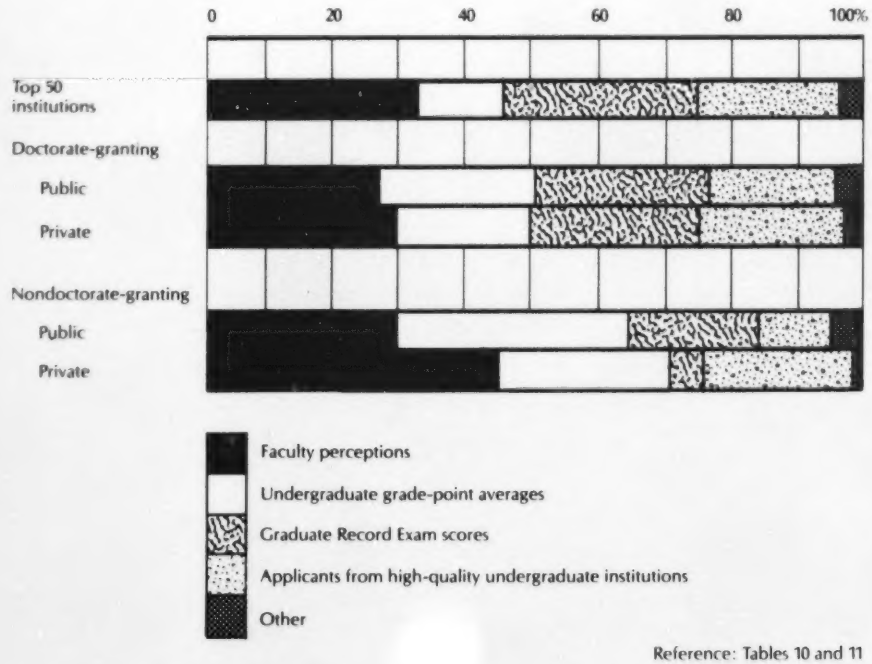
and private nondoctorate colleges reported similar proportions. However, just one-third of the public nondoctorate colleges indicated any change.

Significant improvement--either overall or in a few fields--was reported at more than two-fifths of the private nondoctorate institutions, but at only one-fifth of the comparable public colleges. In each of the other subsectors, the proportion indicating improvement was about one out of four.

Significant decline in applicant quality (again, either overall or in just a few fields) was reported by a quarter of the top 50--the highest proportion shown. For the other subsectors, the figures ranged from 22 percent down to 7 percent.

Among the indicators of change, the one that received the highest weighted score was faculty perceptions, which made up 31 percent of the total. The

FIGURE 7
Indicators of the Quality Change of Graduate Students



Reference: Tables 10 and 11

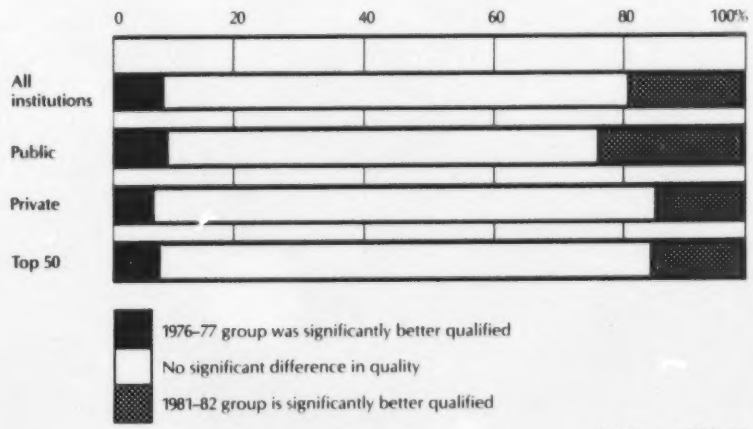
second highest ranking indicator was undergraduate grade-point averages (27 percent), followed by Graduate Record Exam (GRE) scores (21 percent). Together, these three indicators accounted for four-fifths of the total score. Trends in the number of applications from high-quality undergraduate institutions made up 17 percent of the total, followed by 4 percent for other.

Faculty perception figured most importantly among the various kinds of institutions; however, the proportions assigned to it varied markedly. It accounted for nearly half of the total indicator score for the private nondoctorate colleges, but just over one-quarter at the public doctorate universities. The importance of the GRE scores varied significantly also; that indicator accounted for over one-quarter of the total scores for the top 50 (see detailed table 10), but only 6 percent at the private nondoctorate colleges.

QUALITY OF DOCTORATE RECIPIENTS

A final section of the questionnaire was designed to compare doctorate recipients in 1981-82 with those of five years earlier (1976-77). This

FIGURE 8
Comparison of 1981–82 Doctorates with 1976–77 Doctorates



Reference: Table 12

restricted the question to institutions that had awarded humanities doctorates in both 1976-77 and 1981-82, thereby reducing the estimated number of the institutions represented to 150.

No difference between the two classes was perceived at nearly three-quarters of the institutions. The 1981-82 class was deemed better qualified by nearly one-fifth; the earlier class was deemed superior by about one-tenth.

Two-thirds of the officials at public doctorate-granting institutions and more than three-quarters at comparable private institutions reported no change. This was also the opinion of just over three-quarters of the respondents from the top 50 institutions. Of those who did report change, the number who thought the 1981-82 class to be better qualified was twice as great as those who felt the earlier group was better. This view generally held for each sector.

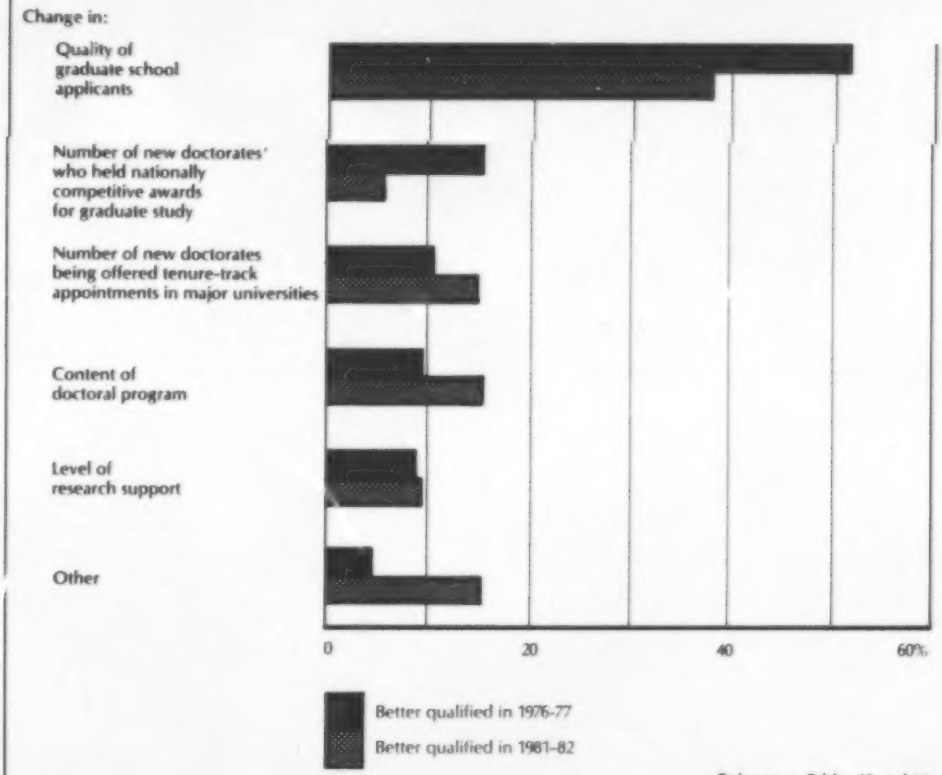
Among those officials who favored the 1981-82 group, the indicator with the highest aggregate score was change in the quality of graduate school applicants, which made up 38 percent of the total. This was followed by change in the content of the doctoral program (16 percent), and in the number of new doctorates being offered tenure-track appointments in major universities (15 percent).

The highest scoring indicator among the officials who felt that the 1976-1977 doctorates were of better quality was also change in the quality of the applicants (52 percent). The other indicators' percentages are based on totals too small to have real meaning.

COMPARISON WITH SCIENCE AND ENGINEERING

As noted earlier in this report, a study of the quality of students in the sciences and engineering was conducted concurrently with this survey. The

FIGURE 9
Indicators Used to Compare 1976–77 and 1981–82 Doctorate Recipients



Reference: Tables 13 and 14

results of that survey are reported in HEP No. 58, Student Quality in the Sciences and Engineering.

One of the key findings of both studies is that over half of the institutions reported no change in the quality of their students. A second parallel relates to the most important indicator of change. In both studies, officials relied heavily on faculty perceptions in formulating their opinions.

An important difference between the studies relates to the direction of the change that was perceived. The sciences and engineering data indicate that a majority of those who reported change reported an improvement in under-

graduate quality. In the humanities, the split between improvement and decline, though narrow, tilted towards decline.

Another important, and perhaps more significant, comparison between the studies concerns the shift of the most able students toward or away from their respective areas of study. As discussed earlier, the findings of this survey indicate a trend away from the humanities. In the science and engineering report, the predominant trend was toward the science and engineering fields. Overall, the opinions of academic officials suggest that the number of students shifting away from the humanities exceeded the number shifting into the sciences and engineering. This is not surprising. In fact, a one-to-one relationship would be unusual because many of the students shifting away from the humanities may very well be moving into fields such as business and commerce, education, or other fields not encompassed in the humanities, sciences, or engineering.

The most significant factor behind the reported shift away from the humanities and toward the science and engineering fields was the perception of employment opportunities after completion of study. The two reports thus appear to be generally consistent with one another in both the direction of the movement of able students and the reason for the changes.

The humanities data more closely parallel those of science and engineering in the graduate area. In both studies, about three-fifths of the institutions reported no change in the quality of graduate school applicants. Of those institutions that indicated change, most noted an improvement, either across-the-board or in a few fields.

In both studies, a strong majority indicated that they perceived no difference in quality between doctorate recipients of 1976-77 and 1981-82. Of those that did perceive change, in both studies, the majority held that the more recent recipients were better qualified.

CONCLUSIONS

At about the same time that this HEP survey was being answered by senior academic officers throughout the country, several national commissions were preparing reports that strongly criticized the quality of education in America. Those documents, which indicate the existence of an education crisis, seem to conflict with the findings of this HEP survey which show that, in the opinion of hundreds of academic administrators, there has been little change in quality of humanities majors in American colleges and universities in recent years. This HEP report may be seized upon by some as a refutation of the gloomier aspects of the national commissions' studies. However, the data presented herein should not be stretched farther than they can reach. They relate to only a recent five-year period, and they refer to <u>significant change</u> as perceived by officials at four-year colleges and universities.

What may be more troubling than the amount of change--or lack thereof--in the humanities is the belief by many officials that to some extent high-ability students have shifted away from the humanities. Not surprisingly, the most strongly expressed reason for this change relates to employment opportunities after the completion of studies.

Finally, there appears to be no drastic change in perceptions about the quality of doctorate recipients in the past five years, a relatively short period for change in graduation education--in fact, less than one Ph.D. generation in a number of fields. That more of the officials who noted change perceived it as <u>improvement</u> instead of decline may provide a basis for optimism.

Detailed Statistical Tables

Note: In the following tables, detail may not sum to totals because of rounding.

Table 1

Opinions of Change in Quality of Undergraduate Humanities Students over the Last Five Years, by Control and Type of Institution, 1982

(In percentages)

Change in Quality of Undergraduates	All Institutions			Public Institutions			Private Institutions		
	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
Total estimate (N)	(1,445)	(219)	(1,226)	(456)	(134)	(322)	(989)	(85)	(904)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No significant change	61.8	65.5	61.1	52.7	59.0	50.2	66.0	75.7	65.0
Significant improvement	15.9	15.5	16.0	20.1	18.4	20.8	14.0	10.9	14.3
Significant decline	22.3	19.0	22.0	27.2	22.6	29.0	20.1	13.4	20.7

Table 2

Principal Indicators of Change in Quality of Undergraduate Humanities Students over the Last Five Years, by Control and Type of Institution

(In percentages)

Indicator	All Institutions			Public Institutions			Private Institutions		
	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
(Total score)	(7,711)	(1,198)	(6,513)	(2,417)	(743)	(1,674)	(5,294)	(455)	(4,839)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Faculty perceptions	36.9	35.9	37.1	36.9	36.9	37.1	37.0	34.9	37.2
Achievement test scores	26.1	30.4	25.3	26.8	30.1	25.4	25.8	30.9	25.3
High school grades/ rank	18.3	17.8	18.4	17.7	17.5	17.8	18.6	18.5	18.6
Remedial work in composition	13.9	11.8	14.2	15.3	11.3	17.1	13.2	12.7	13.2
Other	4.8	4.0	4.9	3.2	4.6	2.7	5.6	3.1	5.8
RANK ORDER									
Faculty perceptions	1	1	1	1	1	1	1	1	1
Achievement test Scores	2	2	2	2	2	2	2	2	2
High school grades/ rank	3	3	3	3	3	3	3	3	3
Remedial work in composition	4	4	4	4	4	4	4	4	4
Other	5	5	5	5	5	5	5	5	5

Table 3

First-ranked Indicators of Change in Quality of Humanities Undergraduates over the Last Five Years, by Direction of Change and Type of Institution

(In percentages)

First-ranked Quality Indicator	All Institutions			Doctorate-granting Institutions			Nondoctorate-granting Institutions		
	No Significant Change	Significant Improvement	Significant Decline	No Significant Change	Significant Improvement	Significant Decline	No Significant Change	Significant Improvement	Significant Decline
Total estimate (N)	(893)	(230)	(322)	(143)	(34)	(42)	(750)	(196)	(280)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Faculty perceptions	52.1	24.4	64.6	49.0	50.0	57.9	52.6	20.3	65.5
Achievement test scores	21.1	44.8	11.0	34.9	29.4	15.2	18.4	47.2	10.4
High school grades/rank	15.9	13.0	2.4	12.2	11.8	2.4	16.6	13.2	2.4
Remedial work in composition	6.7	12.6	20.8	3.9	0.0	15.3	7.3	14.7	21.7
Other	4.2	5.2	1.2	0.0	8.8	9.2	5.1	4.6	0.0

NOTE: Shown here are distributions of the single indicator ranked highest by each respondent. These percentages will differ from those in other tables that show distributions of the indicator scores.

Table 4

Direction of Quality Change, by First-ranked Indicators and by Type of Institution

(In percentages)

Type of Institution and Direction of Quality of Change	First-ranked Indicators			
	Faculty Perceptions	Trends in Achievement Scores	Trends in High School Grades/Rank	Trends in Remedial Work in Composition
All institutions (N)	(729)	(326)	(180)	(156)
Total	100.0	100.0	100.0	100.0
No significant change	63.0	57.0	78.4	37.7
Significant improvement	7.9	32.0	17.2	19.0
Significant decline	29.1	11.0	4.4	43.3
Doctorate-granting institutions (N)	(112)	(66)	(22)	(12)
Total	100.0	100.0	100.0	100.0
No significant change	63.2	75.8	77.3	50.0
Significant improvement	15.1	15.2	18.2	0.0
Significant decline	21.7	9.0	4.5	50.0
Nondoctorate-granting institutions (N)	(617)	(260)	(158)	(144)
Total	100.0	100.0	100.0	100.0
No significant change	63.0	52.3	78.5	36.9
Significant improvement	6.6	36.2	17.1	20.6
Significant decline	30.4	11.5	4.4	42.5

Table 5

Shift in Distribution of the Most Able Undergraduate Students over the Last Five Years, by Control and Type of Institution, 1982

(In percentages)

Kind of Shift	All Institutions			Public Institutions			Private Institutions		
	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
Total estimate (N)	(1,445)	(219)	(1,226)	(456)	(134)	(322)	(989)	(85)	(904)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No change	29.5	27.8	29.8	25.3	26.5	24.8	31.4	29.9	31.5
Shift toward humanities	5.3	5.3	5.3	2.3	6.7	0.5	6.6	3.0	7.0
Shift away from humanities	65.3	66.9	65.0	72.4	66.8	74.7	62.0	67.1	61.5

Table 6

Reasons for Shift in Distribution of the Most Able Undergraduate Students
Away from the Humanities over the Last Five Years, by Control and Type of Institution, 1982

(In percentages)

Reasons for Shift Away from Humanities	All Institutions			Public Institutions			Private Institutions		
	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
(Total score)	(5,308)	(836)	(4,472)	(1,909)	(515)	(1,394)	(3,399)	(321)	(3,078)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Employment after bachelor's	51.4	49.6	51.7	50.3	49.8	50.5	52.0	49.2	52.3
Employment after graduate study	21.3	26.4	20.4	24.7	26.1	24.2	19.4	26.8	18.6
Change in attitude toward humanities	16.4	14.8	16.7	16.6	15.9	16.8	16.3	12.9	16.6
Change in variety of course offerings	5.1	1.4	5.8	2.3	1.3	2.6	6.7	1.6	7.2
Opportunities for graduate study	3.0	5.2	2.6	2.9	4.5	2.2	3.0	6.4	2.7
Change in perception of student aid availability	1.3	1.7	1.2	2.0	1.0	2.4	0.9	2.7	0.7
Other	1.6	1.0	1.7	1.2	1.3	1.2	1.8	0.4	1.9
RANK ORDER									
Employment after bachelor's	1	1	1	1	1	1	1	1	1
Employment after graduate study	2	2	2	2	2	2	2	2	2
Change in attitude toward humanities	3	3	3	3	3	3	3	3	3
Change in variety of course offerings	4	6	4	5	5	4	4	6	4
Opportunities for graduate study	5	4	5	4	4	6	5	4	5
Other	6	7	6	7	5	7	6	7	6
Change in perception of student aid availability	7	5	7	6	7	5	7	5	7

Table 7

Reasons for Shift in Distribution of the Most Able Undergraduate Students Toward the Humanities over the Last Five Years, by Control and Type of Institution, 1982

(In percentages)

Reasons for Shift Toward Humanities	All Institutions			Public Institutions			Private Institutions		
	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
(Total score)	(411)	(52)	(359)	(44)	(37)	(7)	(367)	(15)	(352)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Change in attitude toward humanities	38.5	33.2	39.3	30.6	36.7	0.0	39.5	25.0	40.1
Change in variety of course offerings	22.7	5.2	25.2	6.1	7.3	0.0	24.7	0.0	25.8
Employment after baccalaureate	21.1	22.2	20.9	15.5	10.6	40.0	21.8	50.0	20.5
Opportunities for graduate study	9.3	7.4	9.6	0.0	0.0	0.0	10.4	25.0	9.8
Employment after graduate study	4.9	4.5	5.0	15.3	6.4	60.0	3.7	0.0	3.8
Change in perception of student aid availability	0.9	6.8	0.0	8.0	9.6	0.0	0.0	0.0	0.0
Other	2.6	20.7	0.0	24.5	29.4	0.0	0.0	0.0	0.0
RANK ORDER									
Change in attitude toward humanities	1	1	1	1	1	-	1	2	1
Change in variety of course offerings	2	6	2	6	5	-	2	-	2
Employment after baccalaureate	3	2	3	3	3	2	3	1	3
Opportunities for graduate study	4	4	4	-	-	-	4	2	4
Employment after graduate study	5	7	5	4	6	1	5	-	5
Other	6	3	-	2	2	-	-	-	-
Change in perception of student aid availability	7	5	-	5	4	-	-	-	-

Table 8

Shift in Distribution of the Most Able Undergraduate Student Majors Within the Humanities over the Last Five Years, by Control and Type of Institution, 1982

(In percentages)

Kind of Shift and Field of Study	All Institutions			Public Institutions			Private Institutions		
	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
Total estimate (N)	(1,445)	(219)	(1,226)	(456)	(134)	(322)	(989)	(85)	(904)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No change	86.9	83.1	87.6	87.9	82.9	90.0	86.4	83.3	86.7
English and American literature	7.3	6.6	7.4	3.9	8.9	1.9	8.8	3.0	9.4
Religious studies	2.5	1.6	2.7	0.5	1.6	0.0	3.4	1.5	3.6
Foreign languages and literature, modern and classical	2.4	7.5	1.6	4.2	8.3	2.5	1.6	6.1	1.2
Philosophy	2.4	2.3	2.4	1.7	2.8	1.2	2.8	1.5	2.9
History, criticism and theory of arts	1.5	1.8	1.4	0.3	1.0	0.0	2.0	3.0	1.9
History	1.0	3.5	0.5	1.3	2.8	0.7	0.8	4.6	0.5
American studies	0.4	1.6	0.2	1.0	1.6	0.7	0.1	1.5	0.0
Archaeology	0.3	0.5	0.3	1.1	0.9	1.2	0.0	0.0	0.0
Other	5.5	8.1	5.0	8.8	8.4	9.0	3.9	7.6	3.6

Note: Percentages are not addable. Institutions were permitted to identify as many as three fields that had the greatest increase in the share of the most able students.

Table 9

Opinions of Change in Quality of Applicants for Graduate Study in Humanities Fields over the Last Five Years, by Control and Type of Institution, 1982

(In percentages)

Degree of Change	All Institutions					Public Institutions			Private Institutions		
		Doctorate-granting									
	Total	All	Top 50	All Other	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
Total estimate (N)	(430)	(206)	(50)	(156)	(224)	(294)	(133)	(161)	(136)	(73)	(63)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No significant change	57.3	52.7	47.4	54.5	61.5	59.8	51.7	66.5	52.1	54.6	49.1
Significant improvement overall	14.7	10.6	2.8	13.1	18.5	11.2	11.3	11.2	22.2	9.3	37.1
Significant improvement in a few fields	11.7	16.3	25.3	13.4	7.5	12.3	17.8	7.8	10.5	13.7	6.9
Significant decline overall	6.6	7.8	9.1	7.4	5.5	6.7	8.7	5.0	6.5	6.2	6.9
Significant decline in a few fields	9.6	12.6	15.4	11.6	6.9	10.0	10.6	9.6	8.6	16.2	0.0

Table 10

Principal Indicators of Change in Quality of Applicants for Graduate Study in Humanities Fields over the Last Five Years, by Type of Institution, 1982

(In percentages)

Indicators of Change in Quality	All Institutions		Doctorate-granting Institutions						Nondoctorate-granting Institutions	
			All		Top 50		Others			
	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent
(Total score)		(2,344)		(1,156)		(286)		(870)		(1,188)
Total	-	100.0	-	100.0	-	100.0	-	100.0	-	100.0
Faculty perceptions	1	31.5	1	28.5	1	32.6	1	27.2	1	34.3
Undergraduate grade-point average	2	26.7	3	21.9	4	14.5	3	24.3	2	31.3
Graduate Record Exam (GRE) scores	3	20.8	2	25.6	2	28.0	2	24.8	3	16.2
Applications from graduates of high-quality undergraduate institutions	4	17.2	4	20.4	3	22.3	4	19.8	4	14.0
Other	5	3.9	5	3.6	5	2.6	5	3.9	5	4.1

Table 11

Principal Indicators of Change in Quality of Applicants for Graduate Study in Humanities Fields over the Last Five Years, by Control and Type of Institution, 1982

(In percentages)

Indicator	All Institutions			Public Institutions			Private Institutions		
	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting	Total	Doctorate-granting	Nondoctorate-granting
(Total score)	(2,344)	(1,156)	(1,188)	(1,615)	(755)	(860)	(729)	(401)	(328)
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Faculty perceptions	31.5	28.5	34.3	28.8	27.6	29.9	37.3	30.2	46.0
Undergraduate grade-point average	26.7	21.9	31.3	28.9	23.2	33.9	21.8	19.5	24.5
Graduate Record Exam (GRE) scores	20.8	25.6	16.2	22.7	25.8	19.9	16.8	25.1	6.5
Applications from graduates of high-quality undergraduate institutions	17.2	20.4	14.0	14.9	19.2	11.1	22.2	22.7	21.6
Other	3.9	3.6	4.1	4.7	4.2	5.1	2.0	2.5	1.3
RANK ORDER									
Faculty perceptions	1	1	1	2	1	2	1	1	1
Undergraduate grade-point average	2	3	2	1	3	1	3	4	2
Graduate Record Exam (GRE) scores	3	2	3	3	2	3	4	2	4
Applications from graduates of high-quality undergraduate institutions	4	4	4	4	4	4	2	3	3
Other	5	5	5	5	5	5	5	5	5

Table 12

Comparison of Quality of 1981-82 Humanities Doctorate Recipients with Those of 1976-77, by Control and Type of Institution

(In percentages)

Quality Comparison	Doctorate-granting Institutions				
	Total	Public	Private	Top 50	All Others
Total estimate (N)	(150)	(95)	(55)	(50)	(100)
Total	100.0	100.0	100.0	100.0	100.0
No significant difference in quality	71.7	67.7	78.7	76.0	69.0
1981-82 group is significantly better qualified	19.4	22.7	13.9	16.0	22.0
1976-77 group was significantly better qualified	8.8	9.7	7.4	8.0	9.0

Table 13

Principal Indicators that 1981-82 Humanities Doctorate Recipients Were Significantly Better Qualified than 1976-77 Humanities Doctorate Recipients, by Control and Type of Institution

(In percentages)

Principal Indicators of Quality	Total		Public		Private		Top 50		All Others	
	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent
(Total score)		(156)		(120)		(36)		(44)		(112)
Total	-	100.0	-	100.0	-	100.0	-	100.0	-	100.0
Change in quality of graduate school applicants	1	37.5	1	36.7	1	38.9	1	36.4	1	37.5
Change in content of doctoral program	2	15.6	4	15.8	2	13.9	2	22.7	3	13.4
Change in number of new doctorates being offered tenure-track appointments in major universities	3	15.2	2	16.4	3	11.1	-	0.0	2	21.4
Change in level of research support	5	9.4	5	9.2	3	11.1	5	9.1	5	9.8
Change in number of new doctorates who held nationally competitive awards for graduate study	6	6.1	6	5.7	6	8.3	4	11.4	6	3.6
Change in number of new doctorates being offered employment in business and industry	7	2.6	-	0.0	3	11.1	-	0.0	6	3.6
Other	4	13.5	3	16.1	7	5.6	3	20.5	4	10.7

Table 14

Principal Indicators that 1976-77 Humanities Doctorate Recipients Were Significantly Better Qualified than 1981-82 Humanities Doctorate Recipients, by Control and Type of Institution

(In percentages)

Principal Indicators of Quality	Total		Public		Private		Top 50		All Others	
	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent
(Total score)	(68)		(48)		(20)		(23)		(45)	
Total	-	100.0	-	100.0	-	100.0	-	100.0	-	100.0
Change in quality of graduate school applicants	1	52.9	1	50.0	1	60.0	1	56.5	1	51.1
Change in number of new doctorates who held nationally competitive awards for graduate study	2	16.2	2	16.7	3	15.0	2	30.4	4	8.9
Change in number of new doctorates being offered tenure-track appointments in major universities	3	11.8	5	8.3	2	20.0	-	0.0	2	17.8
Change in content of doctoral program	4	8.8	3	12.5	-	0.0	-	0.0	3	13.3
Change in level of research support	5	7.4	4	10.4	-	0.0	3	13.0	5	4.4
Change in number of new doctorates being offered employment in business and industry	6	1.5	-	0.0	4	5.0	-	0.0	6	2.2
Other	6	1.5	6	2.1	-	0.0	-	0.0	6	2.2

Appendix A: Survey Instrument

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

November 12, 1982

HIGHER EDUCATION PANEL
(202) 833-4757

Dear Higher Education Panel Representative:

Attached are Higher Education Panel Surveys, Numbers 58 and 59, "Student Quality in the Sciences and Engineering" and "Student Quality in the Humanities," respectively. The former is sponsored by the National Science Foundation, the latter, by the National Endowment for the Humanities. Each seeks the opinion of knowledgeable academic officials on the quality of students--both undergraduate and graduate--in the academic areas indicated.

Anecdotal information from department heads, deans, and faculty suggest that there may be quality changes in today's science, engineering, and humanities students compared with those of a decade ago. In order to be better able to decide what action, if any, is appropriate, the Foundation and the Endowment wish to learn more about the nature of these perceptions and how widespread they are.

Each questionnaire has two parts--one for undergraduates, the other for graduate students. The undergraduate section may be most appropriately completed by the dean of undergraduate instruction at larger institutions or by the dean of the college at smaller institutions; we recommend that the graduate sections be completed by the graduate dean. As usual, however, we rely on your determination of the most appropriate respondent.

Please understand that your institution's response will be protected to the maximum extent permissible by law. As with all our surveys, the data you provide will be reported in summary fashion only and will not be identifiable with your institution. This survey is authorized by the National Science Foundation Act of 1950, as amended. Although you are not required to respond, your cooperation is needed to make the results comprehensive, reliable, and timely.

Please ask the person whose opinions will be reflected on the questionnaires to return them to us by November 29, enclosed in the postpaid preaddressed envelope.

If you have any problems or questions, please do not hesitate to telephone us collect at (202)833-4757. Thank you, once again, for your assistance.

Sincerely,

Frank J. Atelsek

Frank J. Atelsek
Panel Director

Enclosures

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey No. 59

OBM No. 3145-0009
Exp. 6/30/84

STUDENT QUALITY IN THE HUMANITIES

NOTE

This survey is designed to elicit the opinions of senior academic officers at the undergraduate and graduate levels concerning the quality of students in the humanities. Please bear in mind that we seek your judgment and impressions, not "hard" institutional data. There are two parts to this questionnaire. One (blue) requests opinions concerning undergraduates; the other (gray) requests opinions concerning graduate students. Some of you may have received only one questionnaire, others may have received both. Please follow the appropriate instructions, and return the completed questionnaire(s) to the American Council on Education.

Fields of Humanities

This listing of disciplines is illustrative rather than exhaustive.

English and American literature
Foreign languages and literature, modern and classical
History
American studies
Philosophy
Archaeology
Religious studies
History, criticism, and theory of the arts

PART I—UNDERGRADUATE STUDENTS

The following questions are designed to elicit your *opinion or judgment* of the quality of undergraduate students who are majoring in the humanities fields. If your institution has *no undergraduates majoring in humanities*, please check here ☐, provide the information requested at the end of this form, and return it to the American Council on Education.

1. In your opinion, how has the quality of students who major in humanities fields at your institution changed over the past 5 years?

1.1 ____ There has been *no* significant *change*.

1.2 ____ There has been a significant *improvement* in the quality of humanities students.

1.3 ____ There has been a significant *decline* in the quality of humanities students.

2. What are the principal *indicators* upon which you base your opinion? Please *rank order the three most important indicators* (1 = most important, etc.).

2.1 ____ Trends in achievement test scores of entering students.

2.2 ____ Trends in high school grades or high school class rank of entering students.

2.3 ____ Trends in requirements for remedial courses in composition.

2.4 ____ Faculty perceptions.

2.5 ____ Other; specify. _____

2.6 ____ Other; specify. _____

3. In your opinion, over the past 5 years has there been a shift in the distribution of your most able students between the humanities and other fields?

3.1 ____ No. (Go to question 5.)

3.2 ____ Yes, *toward* the humanities.
3.3 ____ Yes, *away from* the humanities. } (Go to question 4.)

4. If you answered "yes" to question 3, what, in your opinion, are the most important reasons for the shift in the distribution of your most able students? Please *rank order the three most important reasons* (1 = most important, etc.).

4.1 ____ Change in perception of employment opportunities following receipt of the baccalaureate.

4.2 ____ Change in perception of opportunities for employment following graduate or professional training.

4.3 ____ Change in perception of opportunities for admission to graduate or professional school.

4.4 ____ Change in attitude toward the humanities.

4.5 ____ Change in the variety of course offerings at this institution.

4.6 ____ Change in perception of availability of student financial aid for undergraduate study.

4.7 ____ Other; specify. _____

4.8 ____ Other; specify. _____

5. Of those students with humanities majors, in your opinion, has there been a shift in the distribution of your most able students by field *within* the *humanities* over the past 5 years.

5.1 ____ No. (Please complete the section at the end of this form and return it to A.C.E.)

5.2 ____ Yes. (Go to question 6.)

6. If you answered "yes" to question 5, please indicate in the blanks below the three humanities fields that have had the *greatest increase in the share* of your most able students. (Refer to the list of fields on page 1.)

1. _____

2. _____

3. _____

Thank you for your assistance. Please return this form by **November 29, 1982** to:

Higher Education Panel
American Council on Education
One Dupont Circle
Washington, DC 20036

Please keep a copy of this form for your records.
Person completing the form:

Name _____

Title _____

Telephone _____

If you have any questions or problems concerning this survey, please call HEP staff collect at (202) 833-4757.

AMERICAN COUNCIL ON EDUCATION

Higher Education Panel Survey No. 59

OBM No. 3145-0009
Exp. 6/30/84

STUDENT QUALITY IN THE HUMANITIES

NOTE

This survey is designed to elicit the opinions of senior academic officers at the undergraduate and graduate levels concerning the quality of students in the humanities. Please bear in mind that we seek your judgment and impressions, not "hard" institutional data. There are two parts to this questionnaire. One (blue) requests opinions concerning undergraduates; the other (gray) requests opinions concerning graduate students. Some of you may have received only one questionnaire, others may have received both. Please follow the appropriate instructions, and return the completed questionnaire(s) to the American Council on Education.

Fields of the Humanities

This listing of disciplines is illustrative rather than exhaustive.

English and American literature
Foreign languages and literature, modern and classical
History
American studies
Philosophy
Archaeology
Religious studies
History, criticism, and theory of the arts

PART II—GRADUATE STUDENTS

The following questions are designed to elicit your *opinion or judgment* concerning aspects of the quality of incoming graduate students and recipients of doctoral degrees in the humanities. If your institution has *no graduate students working toward advanced degrees in the humanities*, please check here ☐ and return the questionnaire to the American Council on Education.

1. In your opinion, how has the quality of applicants for graduate study in the humanities at your institution changed over the past 5 years? Please select the *single* most appropriate response below.

1.1 ____ There has been *no* significant *change*.

1.2 ____ There has been a significant *improvement* in the quality of humanities applicants *overall*.

1.3 ____ There has been a significant *improvement* in the quality of humanities applicants in a *few fields*.

1.4 ____ There has been a significant *decline* in the quality of humanities applicants *overall*.

1.5 ____ There has been a significant *decline* in the quality of humanities applicants in a *few fields*.

2. What are the principal *indicators* upon which you base your judgment? Please *rank order the three most important indicators* (1 = most important, etc.).

2.1 ____ Trends in Graduate Record Examination (GRE) scores.

2.2 ____ Trends in undergraduate grade point averages.

2.3 ____ Trends in number of applications received from graduates of high quality undergraduate institutions.

2.4 ____ Faculty perceptions.

2.5 ____ Other; specify. _____

2.6 ____ Other; specify. _____

3. Did your institution award any doctorates in the humanities fields in 1981–82?

3.1 ____ Yes. (Go to question 4.)

3.2 ____ No. (Please provide the information requested at the end of the form and return it to the American Council on Education.)

4. If you checked "yes" to question 3, in your opinion, how do the 1981–82 humanities doctorate recipients from your institution compare with those of 5 years earlier? If your institution had no doctorate recipients in 1976–77, please check here ☐ and return the form to the American Council on Education.

4.1 ____ No significant difference in quality.

4.2 ____ The 1981–82 group is significantly better qualified.

4.3 ____ The 1976–77 group was significantly better qualified.

5. If you checked either 4.2 or 4.3, what were the principal indicators upon which you base your judgment? Please *rank order the three most important indicators* (1 = most important, etc.).

5.1 ____ Change in the quality of graduate school applicants.

5.2 ____ Change in the number of new doctorates from this institution who held nationally competitive awards for graduate study.

5.3 ____ Change in content of the doctoral programs at this institution.

5.4 ____ Change in the number of new doctorates from this institution being offered tenure-track appointments in major universities.

5.5 ____ Change in the number of new doctorates from this institution seeking employment in business and industry.

5.6 ____ Change in the level of research support at this institution.

5.7 ____ Other; specify. _____ _____

5.8 ____ Other; specify. _____

Thank you for your assistance. Please return this form by **November 29, 1982** to:

Higher Education Panel
American Council on Education
One Dupont Circle
Washington, DC 20036

Please keep a copy of this form for your records.
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APPENDIX B: TECHNICAL NOTES

Weighting

For this survey two questionnaires were developed: one for institutions with undergraduate students majoring in the humanities; the other, for institutions with graduate students working toward advanced degrees in the humanities. Excluded were independent law, medical, and business schools; theological seminaries; schools of performing arts and other professional institutions.

The undergraduate questionnaires were sent to four-year colleges and universities that awarded the baccalaureate and were members of the Panel. Table B-1 shows the institutional population, the number of respondents to the undergraduate questionnaire for each stratum, and those that reported humani-

Table B-1

Stratification Design
(Undergraduate Questionnaire)

Cell	Type of Institution	Population	Respondents Total	Respondents with Humanities
	Total	1,744	385	360
01	Public universities	112	87	85
02	Private universities	74	53	51
04	Public black four-year colleges FTE 3,000+	13	7	6
05	Public nonblack four-year colleges FTE 8,750+	106	73	70
07	Private four-year colleges FTE 8,750+	13	7	5
09	Public four-year colleges FTE 3,700 - 8,750	76	34	34
10	Public four-year colleges FTE <3,700	186	26	23
11	Private four-year colleges FTE 2,000 - 8,750	126	30	30
12	Private four-year colleges FTE 1,000 - 1,999	264	38	35
13	Private four-year colleges FTE <1,000	774	30	21

ties majors. The 385 respondents represented 79 percent of the institutions to which the questionnaires were sent. Twenty-five of the respondents indicated that they did not have undergraduates majoring in the humanities.

The graduate questionnaire was sent to institutions that awarded master's degrees or doctorates, but in order to have the survey results reflect the opinions of those officials at institutions that account for the lion's share of the graduate education effort, tabulations include only data from institutions that awarded 50 master's degrees or more in 1981. Table B-2 shows that 295 institutions returned graduate questionnaires. This represents 77 percent of the Panel institutions to which this questionnaire was mailed. Fifty-three respondents were not included in the tabulations because they either did not

Table B-2

Stratification Design
(Graduate Questionnaire)

Cell	Type of Institution	Population	Respondents Total	Respondents with Humanities*
	Total	657	295	242
01	Public universities	112	88	85
02	Private universities	74	51	44
04	Public black four-year colleges FTE 3,000+	12	7	5
05	Public nonblack four-year colleges FTE 8,750+	98	69	60
07	Private four-year colleges FTE 8,750+	12	7	5
09	Public four-year colleges FTE 3,700 - 8,750	70	33	27
10	Public four-year colleges FTE <3,700	81	13	6
11	Private four-year colleges FTE 2,000 - 8,750	84	19	9
12	Private four-year colleges FTE 1,000 - 1,999	56	2	1
13	Private four-year colleges FTE <1,000	58	6	0

*Included here are doctorate-granting institutions and institutions that awarded 50 or more master's degrees in 1980-81.

have graduate programs in the humanities or had awarded fewer than 50 master's degrees.

The weighting technique used was the standard one employed for Panel surveys. Data received from Panel members were adjusted for item and institutional nonresponse within each cell. Then institutional weights were applied to bring Panel data up to estimates representative of the national population.

Comparison of Respondents and Nonrespondents

Table B-3 compares the undergraduate survey respondents and nonrespondents against several variables. Higher-than-average response rates were recorded

Table B-3

Comparison of Respondents and Nonrespondents:
Undergraduate Student Questionnaire

(In percentages)

Institutional Characteristics	Respondents (N=385)	Nonrespondents (N=101)	Response Rate
Total	100.0	100.0	79.2
Control			
Public	59.0	61.4	78.5
Private	41.0	38.6	80.2
Type and control			
Public doctorate-granting	27.6	27.7	79.1
Private doctorate-granting	15.3	20.8	73.8
Public nondoctorate-granting	31.4	33.7	78.1
Private nondoctorate-granting	25.7	17.8	84.6
Region			
East	26.3	31.7	75.9
Midwest	31.4	27.7	81.2
South	27.5	18.8	84.8
West	14.8	21.8	72.2
Total undergraduate full-time-equivalent enrollment (1976)			
Less than 1,000	12.7	9.9	83.1
1,000 - 4,999	37.4	30.7	82.3
5,000 and above	49.9	59.4	76.2

for private, nondoctorate-granting institutions, colleges and universities in the South, and for institutions with full-time-equivalent (FTE) enrollments of less than 5,000 undergraduates. Lower-than-average response rates were shown by private doctorate-granting universities, institutions in the East and the West, and institutions enrolling more than 5,000 FTE undergraduates.

Table B-4 compares the graduate survey respondents and nonrespondents against the same variables. Higher-than-average response rates were recorded for public doctorate-granting institutions and institutions in the Midwest and

Table B-4

Comparison of Respondents and Nonrespondents:
Graduate Student Questionnaire

(In percentages)

Institutional Characteristics	Respondents (N=295)	Nonrespondents (N=88))	Response Rate
Total	100.0	100.0	77.0
Control			
Public	71.2	61.4	79.5
Private	28.8	38.6	71.4
Type and control			
Public doctorate-granting	36.3	30.7	79.9
Private doctorate-granting	19.3	26.1	71.3
Public nondoctorate-granting	34.9	30.7	79.2
Private nondoctorate-granting	9.5	12.5	71.8
Region			
East	24.4	33.0	71.3
Midwest	32.5	26.1	80.7
South	27.5	15.9	85.3
West	15.6	25.0	67.6
Total undergraduate full-time-equivalent enrollment (1976)			
Less than 1,000	2.7	5.7	61.5
1,000 - 4,999	30.8	27.3	79.1
5,000 and above	66.4	67.0	76.9

the South. Lower-than-average response rates were shown by the private sector, by small colleges (FTE of less than 1,000 students), and by institutions in the East and the West.

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American Council on Education

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Atelsek, Frank J. and Gomberg, Irene L. **Health Research Facilities: A Survey of Doctorate-Granting Institutions.** Higher Education Panel Report, No. 28, February, 1976.

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Atelsek, Frank J. and Gomberg, Irene L. **Foreign Area Research Support Within Organized Research Centers at Selected Universities, FY 1972 and 1976.** Higher Education Panel Report, No. 32, December, 1976.

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